DOCUMENT RESUME

ED 116 873 RC 008 944

AUTHOR	McConnell, Beverly
TITLE	Bilingual Mini-School Tutoring Project. Evaluation Progress Report Number 2, Final Evaluation Program Year 1, July 1974.
INSTITUTION	Mabton School District, Wash.
SPONS AGENCY	Washington Office of the State Superintendent of Public Instruction, Olympia.
REPORT NO	EPR-2
PUB DATE	Jul 74
NOTE	24p.; Not available in hard copy due to marginal legibility of original documents; For related documents, see RC 008 943, 945, 946
EDRS PRICE	MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Academic Achievement; Bilingual Education; *Early Childhood Education; Educational Objectives; Formative Evaluation; *Interstate Programs; *Migrant Education; *Mobile Educational Services; Parent Participation; Program Evaluation; *Tutorial Programs
IDENTIFIERS	*Washington

ABSTRACT

An early childhood education program for children of migrant and seasonal farm workers, the Project provides tutoring, usually outside of regular school hours, to kindergarten and first grade children. The tutoring is done by adult paraprofessionals who are former migrants or seasonal farm workers. Program focus is to: (1) develop the child's ability to understand and use both Spanish and English in oral communication, (2) give bicultural instruction, and (3) reinforce the child's learning of the basic academic skills of reading and mathematics. Tutoring is provided to migrant children in their home base in Texas as well as during the migrant season in Washington. Two year-round sites in Washington (Moses Lake and Connell) offer services to children of seasonal farm workers and migrant families who have graduated from the Mini Head Start program (see RC 008 937-942) into classrooms all over the city and neighboring communities. These children are brought together for supplementary tutoring to continue dual language teaching, cultural lessons, and reinforcement in basic academic areas in an attempt to maintain the gains made in the preschool program. This report presents the second progress evaluation, covering program operations through June 30, 1974. Also included are a brief discussion of start-up program adjustments and a letter from a public school teacher regarding the project's value. (NQ)

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BILINGUAL MINI-SCHOOL TUTORING PROJECT
A project with interstate coordination to provide continuity in education to migrant children.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Evaluation Progress Report Number 2.
Final Evaluation Program Year 1.
Prepared by Beverly McConnell, Evaluator

MABTON SCHOOL DISTRICT
URRD PROJECT
Urban, Racial, Rural Disadvantaged
Washington Supt of Public Instr

SCHOOL DISTRICT: Mabton School District

PROJECT NUMBER: FN-12-21

Bilingual - Mini School Tutoring Project

5. SIGNATURE OF SCHOOL DISTRICT SUPERINTENDENT

6. SIGNATURE OF PROJECT DIRECTOR

7. DATE: 7/18/74

URRD PROJECT FLASH SHEET

PART I A STATISTICAL ABSTRACT

GRANT	OTHER LOC. STATE OR FEDERAL	URRD UNDER-SPEND	NO. OF SITES	GRADE LEVEL	AVERAGE COST PER PUPIL	TOTAL NUMBER SERVED	BLACK	AMERICAN INDIAN	MEXICAN AMERICAN	ASIAN AMERICAN	OTHER	TOTAL STAFF	PROF. EMPLOYED	PARA-PROF. EMPLOYED	PREVIOUSLY UNEMPLOYED	NUMBER OF VOLUNTEERS	TOTAL NO. VOLUNTEER HOURS	NUMBER OF ADV. COMM. MEMBERS	TOTAL ADV. MEETINGS CONDUCTED.
7,063.24 11,702.00 -0-	-0-	4,638.76	4	K 2	$119.71	59	-0-	-0-	51	-0-	8	3½	None	3½	0	0	0	12	4

PART II - AN EVALUATION PROFILE (WHAT ACTUALLY HAPPENED TO THE PARTICIPANTS AS A DIRECT RESULT OF THIS URRD PROJECT)

- LIST YOUR OBJECTIVES BELOW -

	AFTER EACH OBJECTIVE CHECK APPROPRIATE COLUMN BELOW				CLASSIFY EACH OBJECTIVE:
	EXCEEDED	MET	PART. MET	NOT MET	PRODUCT PROCESS
1.1 (A) Coordination with school administrators in each area		X			Process
(B) Contact with families of all eligible children to recruit		X			Process
(C) Enrollment of 80% of eligible children in each area (Actual enrollment 77% eligible; total enrollment exceeded plans)			X		Product
2.1 (A) Staff trained in methods of dual language teaching		X			Process
(B) Formal observation of staff using approved dual language methods			X		Product
2.2 (A) All sites provide lessons from bicultural curriculum			X		Process
2.3 (A) Programmed instruction provided in reading		X			Process
(B) Programmed instruction provided in math		X			Process
(C) Programmed instruction provided in handwriting			X		Process
3.1 (A) Children gain at least 5 Pts. in their primary language (Average gain 16.9 pts. after 100 days attendance)	X				Product
(B) Children gain at least 5 Pts. in their second language				X	Product
3.2 (A) Children gain 1 mo. grade equiv. per mo. tutored in MATH (Average gain 3 mo. per mo. tutored in MATH)	X				Product
(B) Children gain 1 mo. grade equiv. per mo. tutored in SPELLING (Average gain 1.5 mo. per mo. tutored in SPELLING)		X			Product
3.3 (A) Children rated satisfactory in cultural lessons (Not evaluated because instrument for rating was not developed)				X	Product
TOTAL NUMBER OF PRODUCT OBJECTIVES 7	2	1	2	2	
TOTAL NUMBER OF PROCESS OBJECTIVES 7	0	5	2	0	
GRAND TOTAL 14	2	6	4	2	

BILINGUAL MINI-SCHOOL TUTORING PROJECT

A project with interstate coordination
to provide continuity in education
to migrant children.

Program Year One, Final Evaluation Report

July, 1974

Mabton School District's URRD Project "Bilingual Mini-School Tutoring Project" was initiated Feb. 1, 1974. This report represents the second progress report on this program, covering program operations through June 30, 1974.

The report is organized in four sections:

1. Description of the Project
2. Findings on project evaluation objectives
3. Discussion of start-up year program adjustments
4. Summary and Conclusions

Appendix: Letter from public school teacher of one project child regarding the value of the tutoring project

Report prepared by:

Beverly McConnell,
Evaluator

DESCRIPTION OF BILINGUAL MINI-SCHOOL TUTORING PROJECT

EDUCATIONAL GOALS

The Bilingual Mini-School Tutoring Project is an early childhood education program for the children of migrant and seasonal farm workers. It provides tutoring, usually outside of regular school hours, to kindergarten and first grade children*. The teaching is done by adult paraprofessionals who are themselves former migrants or seasonal farm workers. The focus of this tutoring is to develop the children's ability to understand and use both Spanish and English in oral communication, to give bicultural instruction, and to reinforce the children's learning of the basic academic skills of reading and mathematics.

DELIVERY SYSTEM

The delivery system of this program is unique in that it attempts to provide this tutoring to migrant children in their home base in Texas (through other funding) as well as during the migrant season in Washington state (using URRD funds). The location and periods of operation in Washington State includes the funding school district, Mabton, Washington and other sites where a cluster of children who were enrolled in the program in Texas are now attending school in Washington.

The program also offers service at two year round sites in Washington state (Moses Lake and Connell). In this case children of seasonal farm workers and migrant families had been enrolled in Mini Head Start, a bilingual preschool program. Children from this preschool program have graduated into classrooms all over the city and in neighboring communities. This program brings the children back together for supplementary tutoring outside

* One second grade child was also enrolled.

of school hours to continue dual language teaching, cultural lessons, and reinforcement in basic academic areas attempting to maintain the gains these children made in a bilingual, bicultural preschool.

Findings on Project Evaluation Objectives.

INSTITUTIONAL OBJECTIVE

1.1 COORDINATION AND ENROLLMENT OF CHILDREN

GOAL: Project administrative staff will arrange with the schools of each target school distriction in which Mini Head Start children are enrolled in public school, and with the children's families for a time and place for children to receive tutoring to supplement the regular school program, as evidenced by reports of contacts made with school officials and parents and enrollment in regular tutoring for at least 80% of the eligible children in each district.

FINDINGS:

A. Contact with school administrative officials in each service area:

Service area	School Administrative Contacts
MOSES LAKE, WA.	Mr. Hendrick, Longview Elementary Mr. Repozo, Garden Heights Elem. Mr. Ron Zieker and Mr. Don Ricks, Midway Elementary
CONNELL-MESA, WA.	Mr. Hackney, Mesa Mr. Arnold, Connell Elementary
MABTON, WA.	Mr. Milhoffer, Supt. Mr. Arno Johnson, Fed. Project Officer Mr. Bill Leggett, Principal
PASCO, WA.	Mr. Les Domingos, Longfellow Elem.

CONCLUSION: This aspect of the objective was fully met. Coordination with school administrators was carried out in every service area.

B. Contact with families of all eligible children (e.g. graduates of Mini Head Start now attending public school)

Service area	Percent of families of eligible children who were contacted about enrolling their children
MOSES LAKE, WA.	100%
CONNELL-MESA, WA.	100%
MABTON, WA.	100%
PASCO, WA.	100%

CONCLUSION: This aspect of the objective was fully met. During the period of program operation the family of every eligible Mini Head Start graduate was contacted about enrollment.

C. At least 80% of the children eligible for the school-age tutoring program will be enrolled in each service area.

Service area	Percent of eligible children actually enrolled.
MOSES LAKE, WA.	74% (25 out of 34 eligible)
CONNELL-MESA, WA.	58% (12 out of 21 eligible)
MABTON, WA.	100% (2 out of 2 MHS grads eligible) (15 out of 15 other migrant children recommended by school district for service)
PASCO, WA.	100% (5 out of 5 MHS grads eligible)

CONCLUSION: This objective of 80% or better enrollment was met at two out of the four service areas. Out of a total of 77 children found eligible at the four service areas combined, 59 were served -- a project-wide percentage of 77%.

INTERPRETATION OF FINDINGS:

To the evaluator, this objective has been fully met and exceeded, despite the technical difference of 77% of eligible children enrolled rather than 80%. It was not anticipated in this first year of operation that the number of children eligible for the program would be as large as it turned out to be. The funding and staff requested anticipated service to 40 to 50 children. The number of children actually enrolled and served was 59.

As will be noted from the figure above an unusually large number of children were served at Moses Lake. This was made possible by the fact that the kindergarten children were about evenly divided between morning and afternoon sessions and it was possible for the school-age tutoring teacher to serve a group of manageable size in the mornings, another group of kindergarten children in the early afternoon, and then serve the ten first grade children who enrolled on an after school basis.

At Connell a maximum capacity of ten after-school group of first grade children was served, but it was only possible to serve two kindergarten children during the earlier part of the day.

The small number of only two Mini Head Start graduates served in the Mabton program was much smaller than anticipated

for a reason that could not have been anticipated by the project. In the past a great many children from Grulla have been served by the Mabton schools whose parents lived in the Del Monte camps near Satus. This year the Granger school district discovered that about half the camps were in their district rather than Mabton and the children were bussed to school in Granger. Our committment was to provide service at Mabton, and in one other service area in another part of the state in this first year of operation and this was carried out. However the unfortunate result was that a relatively small number of children from Grulla were served on a continuing basis.

PROCEDURAL OBJECTIVES

2.1 USE OF BOTH SPANISH AND ENGLISH FOR INSTRUCTION

GOAL: Tutoring teacher-trainees will teach children using both Spanish and English following the plan for alternating language use recommended to them by the educational director, as verified by observation of bilingual teaching made by the trainers or educational director at least twice during the period of the program operation.

FINDINGS:

Teachers	Training held in dual language teaching methods	Formal observations made and rated satisfactory
MOSES LAKE, WA.		
Delia Garibay	Yes	Two observations-satisfactory
CONNELL-MESA, WA.		
Margarita Perez	Yes	No formal observations made
MABTON, WA.		
Eloisa Garza	Yes	No formal observations made.
PASCO, WA.		
Arminda Rivera	Yes	No formal observations made

CONCLUSION: Children were taught using both Spanish and English as documented by curriculum reports submitted weekly indicating instruction in each language. All teachers were trained in specific methods of dual language teaching by the educational director, Mr. Rafael Guerra. However the use of the formal observational instrument on dual language teaching was discontinued in March, 1974 (for the reasons given below under "Interpretation of findings") so that only one teacher was formally observed and this objective was in that sense only partially met.

INTERPRETATION OF FINDINGS:

The observation instrument for dual language teaching in use by the project until March, 1974 was tied to a concept and language development curriculum in use up to that time. Based on evaluation findings that this curriculum was not powerfulenough to achieve the gains the project wanted, a search was undertaken for other curriculum materials by the educational director. The DISTAR language curriculum was being taught bilingually in a project in East Las Vegas, New Mexico (who developed the Spanish version

of these materials with permission of the author, Jean Osborn) and evaluation evidence from that project indicated it was an extremely powerful curriculum in developing both languages and in teaching concepts (in both English and Spanish). It was just being introduced at another program in Uvalde, Texas so the educational director and two trainers visited the Uvalde program and based on their observation of these materials adopted it for use in the Bilingual Mini-School Tutoring Project

A workshop was held during April to introduce the use of this curriculum to the teachers at the Moses Lake and Connell-Mesa sites who began using it shortly thereafter. Because the mobile program was in transition (just getting set up in Washington sites after the move from Texas) it was decided to wait until a mid-summer lull to hold the workshop to introduce the DISTAR Spanish and English language program for the Texas-based teachers.

The dual language observation form was tied to the old curriculum so no further use was made of this instrument after the curriculum change in April.

PROCEDURAL OBJECTIVES

2.2 TEACHING A MULTI-CULTURAL CURRICULUM

GOAL: Tutoring teacher-trainees will give instruction in at least one lesson from the curriculum of bicultural materials each month, as documented by reports of curriculum materials taught to each child submitted to the project evaluator weekly.

FINDINGS:

Service area	Cultural curriculum materials taught as reported on weekly reports submitted: Feb.	Mar.	April	May	June
MOSES LAKE, WA.	Yes	Yes	No	Yes	Yes
CONNELL-MESA, WA.	Yes	Yes	Yes	Yes	No
MABTON, WA. (program started May)				No	No
PASCO, WA. (program started June)					No

CONCLUSION: This objective was partially met.

INTERPRETATION OF FINDINGS:

Despite some unevenness with which cultural heritage lessons were taught (a heavy emphasis in some months and none during one reported month at each of the two Washington permanent sites) a rich variety of cultural lessons was included in the program. A sample of lesson material follows:

CONNELL: Songs: El Barquito: Naranja Dulce; Limon Partido; Temprano, La Batalla
Stories: Afuera; Caperucita Roja
Cultural events: Valentine's day party, Easter (arts and crafts activities, and discussion)
Games: Simon Dice

MOSES LAKE: Songs: Temprano; Cielito Lindo; Alla en El Rancho Grande; Di Borrequito; El Gallo Fuerto; La Muñequita; Tengo una Muñeca; Manitas Arriba, La Golondrina;
Dances: La Bamba
Games: La Batalla del Calentamiento; Musical chairs using record "Juegos Infantiles de Mexico"
Stories: "Papacito and his family" (about Mexican family and how they greet each other, cook their meals, do shopping, etc.) "Stories from Mexico" including The Sleepy Man; In Through the Window; The little Slave Girl; The Chief of the White Men.
Artifacts: Examination and discussion of Mexican objects; including bark painting, a sarape, and dance costumes.

The full program offering, including cultural curriculum, was not offered at Mabton or Pasco because of a teacher shortage, beyond the program's control. Anticipating and preparing for the school-age URRO program, teachers were recruited and trained in Texas. At the last moment, however, two teachers had to stay behind in Texas (one because of a death in the family, another because of an injury to her husband which prevented his working the crops this year). This meant there was only one trained staff person instead of the two planned for Mabton. That one teacher attempted to teach 17 children by herself by placing them in three groups and working out a schedule rotating them so that each group got the math, reading and handwriting each day. There was not time, however, to also include the lessons from the cultural curriculum.

Likewise the program at Pasco nearly had to be dropped because the teacher who had been trained for this site was one who did not travel to Washington this year. It was salvaged by persuading a trained teacher who had been with the program earlier to come back. However she had other work she was doing and could only teach on a part/time basis. She, too, limited lessons to the academic subjects.

PROCEDURAL OBJECTIVE

2.3 TEACHING MATH, READING, AND SPELLING

GOAL: Tutoring teacher-trainees will give instruction in the academic skills of reading, math and handwriting using the Sullivan Reading, Singer Math, and Write and See Handwriting series (or substitute materials approved by the educational director) as documented by the reports of curriculum materials taught to each child, submitted to the porject evaluator weekly.

FINDINGS:

Service area	Academic progress reports submitted for each week of program operation.
MOSES LAKE, WA.	Yes *
CONNELL-MESA, WA.	Yes *
MABTON, WA.	Yes
PASCO, WA.	Yes

* In scheduling the lesson periods, kindergarten children were available for a longer period of time than after-school first grade children. Therefore a program decision was made to teach handwriting with the kindergarten children if the time was long enough, but to drop this as the "least needed" subject area for the first grade children. The reports therfore do not indicate handwriting lesson progress for all children; they do list weekly progress through reading and math materials at these two sites.

In Mabton and Pasco the three academic areas were taught and reported each week.

CONCLUSION: This objective was met in regards to math and reading and partially met in regards to handwriting instruction.

STUDENT OBJECTIVES

3.1 GAINING UNDERSTANDING IN FIRST AND SECOND LANGUAGE

GOAL: At least 50% of project children will show a 5 point raw score gain on the Peabody Picture Vocabulary test in both their first and second language after each 100 days cumulative attendance in the program.

FINDINGS

The program at Mabton only operated for 5 weeks during this evaluation period, and the one at Pasco operated for only 3 weeks. Therefore student outcome data is not available for any children at these sites for the present report.

In the Moses Lake and Connell sites, each with approximately 5 months of program operation during this evaluation period, 10 children passed a testing point representing a cumulative attendance of 100 days since the last administration of the Peabody Picture Vocabulary test. These attendance days would in all cases have represented some attendance in the preschool program and some in the school-age program under URRD. For these children the language gains as measured by raw score point gain on the Peabody Picture Vocabulary Test were as follows:

Number 10.

First language: Percent gaining 5 pts. or more - 100%
Average gain in the child's primary language: 16.9 pts.

Second Language: Percent gaining 5 pts. or more - 30%
Average gain in the child's second language: 1.6 pts.

CONCLUSION: This objective was met for language growth in the child's primary language. It was not met for language growth in the child's second language.

STUDENT OBJECTIVES

3.2 GAINING IN MATH AND SPELLING

GOAL: At least 50% of project children will have advanced by at least one month in grade equivalent level score for each 20 days cumulative attendance since their previous test on the math and spelling sections of the Wide Range Achievement test, administered individually in the child's primary language.

FINDINGS:

Only pretests were taken at the Mabton and Pasco centers, so gain scores are not available for this evaluation.

At the Moses Lake and Connell centers pretests were taken in approximately Feb. or March, or within the first 20 days of the child's entry into the program. Retests were taken the last of June or first week of July. Child absences and a testing error reduced the number of tests available for analysis for this evaluation. Test procedures and forms worked out for the preschool children were used with the school-age children. The answer forms had a limited number of possible responses (appropriate to the expectations of ability by the preschool children) but with the school-age children a number of children "topped out" -- answered so many questions correctly that the place the questioner stopped was short of the instructions to "continue until this child misses 12 consecutive words" etc. When the testing error was discovered, children were retested using the standard test form and appropriate procedures, but because of temporary absences for family vacations, etc. retests could not be obtained for a number of children, and no tests were used if any validity question existed.

MATH

N = 15 (children for whom valid pre and post tests were available)

Percentage of children who gained at least one month in their grade equivalent score for each 20 days cumulative attendance in the program. 87% (13 out of 15)

SPELLING

N = 10 (children for whom valid pre and post tests were available)

Percentage of children who gained at least one month in their grade equivalent score for each 20 days cumulative attendance in the program. 60% (6 out of 10)

CONCLUSION: This objective was met and exceeded.

INTERPRETATION OF FINDINGS:

Despite the small number of children in the sample reported in this first year evaluation, the progress in the academic subjects does appear to be remarkable. In Mathematics the children are averaging a gain of 3 months in grade equivalent standing for each 20 days attendance. In spelling the gain averages 1.5 months for each 1 month (20 days cumulative attendance.)

STUDENT OBJECTIVES

3.3 CHILDREN RATED SATISFACTORY ON CULTURAL LESSONS

GOAL: At least 75% of project children will receive a performance rating of satisfactory for one or more cultural heritage lessons (i.e. songs, finger plays, educational games, stories about family traditions or traditional holidays, dances etc.) for each four weeks of enrollment in the program, as evidenced by the performance record of cultural heritage lessons kept in each child's folder on a cumulative basis and examined by the evaluator for each evaluation report.

FINDINGS:

Data is not available to evaluate this objective.

As detailed earlier in this report a wide variety of cultural heritage lessons were taught in the centers at Moses Lake and at Connell, but an evaluation of the performance or mastery by individual children of this material was not implemented as planned.

CONCLUSION: This objective was not met.

SOME PROGRAM ADJUSTMENTS IN THE START-UP YEAR.

A number of unforeseen and changing circumstances required adjustment by the program during this first start-up year. Some of these are indicated below:

SCHEDULING: We did not know how parents or children would react to tutoring after school -- would it make it "too long a day?" The after-school program for first graders seems to be working well. Only one child was withdrawn because the parent felt it made "too long a day". The children have been eager and enthusiastic. The format is apparantly enough different from school that it refreshens their interest.

The period of time the children can be in the program on an after school basis has been about an hour and a half. This has also been about the maximum we have been able to have the children on a released time basis from other programs. A program adjustment was therefore made eliminating one academic area -- handwriting, in a shortened program. This leaves a lesson period in reading, another in math, and another in language (alternating language use). Including the cultural curriculum material has periodically replaced one of the academic areas (usually language) or has been an activity planned and carried out in the independent activity time between academic lesson periods.

Because of the concentration of children in need of service during a short period of the day (after school) the program has experimented with part-time employees. A problem is that a fairly sophisticated training program is necessary for

teachers (meaning our paraprofessional staff) to handle our curriculum and teaching methods. When we had staff quit it created a serious problem of program continuity because of the lack of a ready substitute, and the need to train anyone new. To overcome this it is planned to train back-up staff next winter. The mobile program is also planning to experiment with "overtime" teaching -- using the trained staff who work with the preschool children who will then serve an additional group of school age children in late afternoon on an overtime basis. This "piggy-back" plan would have the advantage of allowing us to pick up more children with trained staff when there are too few school-age children in an area to warrant a full-time teacher.

DEVELOPMENT OF NEW MATERIALS: In the preschool program any new child generally started in the academic materials at the beginning level. We found it has taken us time to work out the tests and procedures for placement of the school-age children, and that some inefficiency of learning has taken place from children being given work too easy for them. We had planned evaluation of "rate of progress" through the materials (we have worked out a grid of "levels" enabling us to track progress); but did not report this because in many cases what appeared to be lightning progress was children being misplaced initially and the results would be misleading. Progress has been made in working out both the instruments and procedures to improve placement.

Much time has been used during this start-up year in seeking programmed (and demonstrably effective) language development materials. The language development materials

we had were not programmed, and required too much teacher preparation time to work with effectively in a group representing the spread of ability among the school-age children. Having selected a new curriculum, half the centers are now into these materials. Some implementation and reporting problems remain to be worked out: how to switch between languages; developing an achievement test instrument to go with the Spanish materials; and developing training units for the skills involved in handling these new materials. The second year of program operation will see this aspect of the program fully implemented.

The cultural curriculum materials were available from MHS developed in previous years. However the means of evaluating mastery of these materials had not been developed or put into use as called for in the evaluation plan so full implementation of this aspect of the program will await the second year of operation.

Although there are "in-book" tests for the teacher to use in judging mastery, there appeared to be a need for an independent assessment of mastery to aid the teacher in isolating particular concepts or skills the children had not learned sufficiently their first time through. During this operating period mastery achievement tests were developed for both math and reading and the forms and procedures worked out to begin cycling mastery testing for feedback to the teachers. Getting this system working efficiently has been only partly achieved with the two permanent sites, and has not yet been started in the mobile sites.

SUMMARY AND CONCLUSIONS

Despite the problems of initiating a program totally unique in many aspects, some solid accomplishments have been made in the first program year.

The total number of children served exceeded original estimates.

An outstanding job of coordination has taken place with the school administrators in each service area, and with parents of children and with the public school teachers of the individual children enrolled for this tutoring. A letter from the regular teacher of one of the children enrolled at Connell as to the value of the service being offered is attached as an appendix.

The program has also coordinated with Title I personnel and with other service programs for migrants in the area.

Although there are relatively few children included in the evaluation of first year progress, base-line data has been accumulated on all participants, and those who have been served for three to five months were increasing in their grade-equivalent scores by about three months for every month of program participation in math, and about one and a half months gain for each month of program participation in spelling.

The program met and exceeded its goals in language gains in the children's primary language, but it failed to achieve the second language gains it established as a goal: however, a curriculum change is already being made which should improve the program effectiveness in the second year of operation.

APPENDIX A

June 23, 1974

Mrs. J. Enriquez
Mini Head Start
Connell, Wash.

Dear Mrs. Enriquez,

I want to thank you for letting Stephen Martinez take part and continue in Mini-Head Start.

Stephen is very young for his age and has an oral language problem, (Spanish-English) plus he had sight deficiency problem at the beginning of the year. Stephen really had to struggle in the ordinary classroom. Mini-Head Start helped Stephen alot and immediately I could see a big change in his attitude and in his Reading and Arithmetic. He felt very successful and loved to go to the program. The special attention and manipulation skills that he learned at Mini-Head Start helped him tremendously. I was very impressed that all the children liked Mini-Head Start very much and that it helped them gain confidence improved their academic and social roles in school by giving them more confidence.

Thank you for letting Stephen Martinez take part.

Sincerely,
Dolores Candañedo
2nd Grade Teacher
Mesa Elementary